

Child Rights Workers for Children's Right to Parental Care!

Training Manual



Child Rights Workers for Children's Right to Parental Care!



PREVENTING CHILD SEPARATION



Children-Women in
Social Service and Human Rights



(Affiliated to Purbanchal University)
**KADAMBARI
MEMORIAL COLLEGE**
School of Social Work

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INTRODUCTION

Many organizations are working to promote child rights in Nepal. However, only a few organizations are seen working to promote the parental care rights of children. The Government of Nepal's Child Act, 2018 clearly states institutionalization of children is the last resort. For this purpose, the government has developed policies and programs attempting to protect children from the harms of separation. But still, due to the lack of resources, knowledge and expertise, a significant gap has been observed in its implementation at the national and local levels. There is a huge need for building understanding and knowledge of the harms caused by institutionalization to children among politicians, donors, families and parents. Likewise, the existence of more suitable alternative care is also not known to many concerned people. The delivery of child protection and educational services is the responsibility of local governments/municipalities which need support in capacity building and service delivery. Hence, developing and strengthening the capacity of the local child protection institutions/systems should become the priority of all organizations working in the field of child rights.

Since 2010, Children Women Social Service and Human Rights (CWISH) as a local NGO has been active in working for the right of children to parental care in Nepal. The last project of CWISH, 'Promoting Children's Right to Parental Care' completed in 2018 in partnership with ATOS Denmark and the School of Social Work, Kadambari Memorial College (KMC), Kathmandu highlighted the gap in trained human resources in working with children and families at a community level. It also found that the frequent changes of core practitioners during the project period left gaps in human capital leading the disappearance of institutional knowledge.

This manual is intended to train child rights workers of NGOs, CBOs and other agencies who are working as front-line child protection workers at a community level. The content of the manual is developed with a focus on children's right to parental care and provisions of suitable alternative care in case of the necessity of separation. It is prepared as a facilitator guidebook with the academic training background of Bachelor of Social Work (BSW), child right advocate and trainers with experience in child protection work. However, this manual can be a resource material for all of those who take interest in children's right to parental care and family and involve in training on the subject. The preference of the trainee's educational level is 10+2 from Nepal.

This manual is developed by Ms Pradipta Kadambari from Kadambari Memorial College, a partner Social Work educational institution, with the advice of Rita Tisdall from Alternative to Separation (ATOS) Denmark under the project "Preventing Child Separation", which has been led by the national NGO, Children and Women in Social Service and Human Rights (



CWISH). Ms Manita Dharel has provided her valuable contribution to its development and Ms Bindu Pokharel Gautam has reviewed and provided inputs in finalizing this manual from CWISH.

The Intention and Structure of the Manual

This manual is comprised of 8 sessions to train participants in the promotion of children's right to parental care and protecting children from the harm of child separation. These sessions are designed to be completed in two days duration. Looking at the context, time and circumstances, this training can be conducted in more days without disrupting the sequence.

- ❖ Session 1: Opening and Setting Training Environment
- ❖ Session 2: Children's Right to Parental Care
 - Activity 2.1: The meaning of parents and parental care
 - Activity 2.2: Parental care and parental duties of care
 - Activity 2.3: Umbrella of care for child care
- ❖ Session 3: Child Separation and Separation Harms to Children
 - Activity 3.1: Child separation and separation trauma
 - Activity 3.2: Childcare institutions and harms to the children
- ❖ Session 4: Children's Right to Parental Care and Family
 - Activity 4.1: The global and local instruments of children's right to parental care
 - Activity 4.2: Family care for the best interest of the child
- ❖ Session 5: The Principle of Necessity and Suitability in Children's Right to Parental Care and Family
 - Activity 5.1: The reasons of child separation in Nepal
 - Activity 5.2: Unnecessary child separation and the principle of necessity in child separation
 - Activity 5.3: Principle of suitability in alternative care of children
- ❖ Session 6: Keeping Children with Family
 - Activity 6.1: Gatekeeping for keeping children with families
 - Activity 6.2: Different models of Gatekeeping in diverse contexts
- ❖ Session 7: Building Capacity of Child Rights Workers in Children's Right to Parental Care
 - Activity 7.1: Child rights workers, the agents of social change
 - Activity 7.2: The skill and behaviour of child rights workers
 - Activity 7.3: Case management and case referral
- ❖ Session 8: Closing



Session 1

Welcome, Introduction and Setting Training Environment.

Duration: 1 hour

Method: Discussion

Materials: PowerPoint slides/ prepared material in newsprint, meta card, marker

Session Objectives

- ❖ The objective of the session is to welcome participants,
- ❖ Get to know each other and set the training environment,
- ❖ Discuss the expectation of participants,
- ❖ Setting training norms,
- ❖ Explain the objectives of the training.

Activity 1.1: Welcome and Introduction

- Welcome everyone to the training for child rights workers in children's right to parental care
- Prepare everyone for activities for the introduction through the activity "Who is with us today?"
- Ask participants to find a friend who is not known or least known and find out the three things about each other and introduce the friend with the shared information.
 1. Name of the friend.
 2. Work and organization name.
 3. One interesting thing about each other(sings, dances, cooks etc.).

Note: The introduction activity can be carried out interestingly in different ways.

Activity 1.2: Expectation collection and setting training norms

- Ask all participants to count 1, 2, 3 and divide them into the 3 groups with the number.

Paste three charts paper on a wall and write as follows

 1. Training content
 2. Facilitator
 3. Participants
- Ask each group to stand in front of one chart





paper, discuss the following and write.

1. Training contents: What do I want to learn today?
 2. Facilitator: What could the facilitator do to enrich the learning?
 3. Participants: What do I expect from my fellow participant to have a good training environment and learning?
- After 3 minutes, ask the group to move to the next paper, read and add if necessary.
 - After completion of the activity, read the expectations, level up the expectation as per the objectives and explain the training objectives with the help of PowerPoint slides or the material prepared in the newsprint paper. Then, consolidate the facilitator's and fellow participants' expectations and formulate training norms for the best training environment.

Key message

- ✍ Family is the most suitable social unit with the best environment for the harmonious development of children. Due to the less understanding of the relationship between family, parental care and different aspects of child development, children continue to be separated from their families and parents in search of the betterment of the children. The result of child separation not only hindered harmonious development but also exposes children to life-threatening dangers. Front-line workers of child protection like social workers and child rights activists can play a crucial role in protecting and promoting the children's right to parental care and safe guarding children from the harm of separation.
- ✍ This training is developed to support building the capacity of child rights workers' in understanding the children's right to parental care and the value of keeping children with their families.





Session 2

Children's Right to Parental Care

Duration: 1 hour 30 minutes

Method: Reflective inquiry and sharing, participatory discussion and explanation.

Training Material: Chart paper, meta card, prepared material in PowerPoint slides or newsprint, marker.

Note: To download resource material follow this link:
<https://www.stopchildseparation.org/post/category/prechise-frontline-training-manuals>



Objectives: By the end of the module, the participants will be able to

1. Understand the necessity of care and parenting for a child,
2. Clear on the role of love, warmth and family in child development,
3. Understand child development and the needs of the child in their development.

Child care and the duty of providing loving parental care are the main aspects of children's right to parental care. This session helps participants to understand the meaning and significance of care and parenting through the experience of their childhood. It helps participants to understand the importance of parents and good parenting for healthy child development for a child through their own lived experiences.

Activity 2.1 2: The meaning of parents and parental care

Method: Reflective discussion

- Give a meta card to each participant. Ask each one to write one word that reminds them of their care that relates to their parents or care provider (mother, father, uncle etc.) when they were children.
- Ask participants to think about what comes into their minds when they write the word.
- Write that thought, memory or feeling below that word (love, care, birth, parenting etc.).
- Then ask the participants to share the meaning of mother father, parents or caretaker with the word and the word they have written.

Note: Participants might get emotional when they share their childhood experiences. Take care of their emotional state or breakdown and act accordingly. During the sharing, there could be sharing of participants' families' matters. Hence ensure the confidentiality of the participants and make sure that all have understood it well.



- Acknowledge the participants for their sharing and explain the meaning of the parents as the biggest support for a child and loving and caring nurturer. When there is loving care for a child in a family, that child can grow healthy and flourish with his/her full potential.
- Along with the key message, make clear that child care is the foundation of adulthood and the shaper of the personality of the child.

Key Message

- ✍ Looking at the biological and emotional state, childhood is the most vulnerable state of the human life course. It is necessary to receive good parental care from their parents for the holistic development of any child.
- ✍ Parents mean those who give birth/ adopt, fulfil the individual needs of a child and provide love, warmth, safety and guidance for the best development of a child to an adult and are the main support of the child.

Activity 2.2: Parental care and parental duties of care

Method: Group Discussion

- Divide participants into three groups and ask them to once again reflect on their childhood.
- Paste three chart papers on a wall and write one question on each paper.
 1. How was the care from your parents?
 2. Was there any incidence when you have felt alone, not taken care of or forgotten? What was that?
 3. How did it feel then?
- Ask them to discuss, share and write their experiences on a meta card.
- Ask groups to select a group leader and share to the larger group and paste the card on the respective chart paper.
- Along with the key message explain that parenting means providing love and protection, making a child clean, feeding them when they are hungry and thirsty, spending time with them, talking to them etc. and giving unconditional company. Children receive all of these from their parents as primary care providers. Explain clearly that parental care is the need of a child and parenting is the duty of all parents.

Key Message

- ✍ Every child expects loving care and nurturance from their parents. Children get hurt when they feel not cared for, forgotten, or neglected by their parents.
- ✍ Parental care is not only providing love, protection, cleanliness, food etc. but it is also the biggest confidence and support of/for all children. Children get frightened when they don't find their parents and feel unprotected when they live away from their parents.
- ✍ Children feel safe and protected when their parents are with them.
- ✍ Parents' presence, smiles, soothing touch, appreciation, hugs, holding fingers, feeding, cleaning, carrying, and walking together make the child feel cared, loved, secure and relaxed. Then the children become free of any worries and fear.



- ✍ This experience helps to develop a healthy attachment with the caregiver which makes the child confident that in case of any danger or need of help, there will be their parents or any members of their families. This trust motivates them to learn new things always.

Activity 2.3: Umbrella of care for child care

Method: Group Discussion and group work of Umbrella of Care

- As discussed in the previous session, there are different needs of a child. Tell participants that these different needs can be categorized into three categories as
 - Physical need
 - Biological need
 - Social and emotional needs
 - Ask participants to stay in the same three groups. Draw a big umbrella on chart paper and stick it on the wall. Give each group one need from the listed three, and discuss and write what that need looks like for children and how that need is fulfilled. Ask them to write each need and the way of meeting that need in meta cards.
 - Ask the group leader to explain to all and paste them onto the respective section on the umbrella. When one group finishes ask other groups if they want to add more.
 - Correct and clarify any confusion regarding the participant's views on the category.
 - Consolidate participants' views, explaining the three types of needs and how they are cared for, taking reference from the key message with proper examples completing the Umbrella of Child Care.
 - Close the activity by summarizing the diverse needs of children as developing beings and the sense of care and safety that a child feels when these needs are met. This motivates the child to try and learn new things. When children live away from their parents and family, their individual needs are often not fulfilled and children are forced to live deprived of proper care.



Key Message

- ✍ The children's needs are diverse.
- ✍ The physical need is related to the physical structure and situation which are provided by the shelter, a place to play, air to breathe, water etc. Physical care not only safeguards children from harsh weather but also provides those essential matters and space which fulfil their needs for biological and emotional development.
- ✍ The biological need is associated with the development of the body and brain. The need to breathe, eat, drink, live in a safe, positive environment, the right nutrition, sleep, play,



prevention from injury, and medical help are some examples of biological needs.

- ✍ The social and emotional needs are related to the emotional and social development as positive emotions, having a happy family and social relationships etc. The feeling of happiness, safety, protection, encouragement, love, and attention are some examples of the emotional and social needs of a child.
- ✍ These needs are met by parents and families. Hence parents are the Umbrella of Care for each child.



Session 3

Child Separation and Separation Harms to Children



Duration: 1 hour

Method: Case study, group discussion, reflective discussion, lecture

Training Materials: Chart paper, meta card, prepared materials in PowerPoint or newsprint, marker, four photos, cases.

Note: To download resource material follow this link: <https://www.stopchildseparation.org/post/category/prechise-frontline-training-manuals>

Objectives: By the end of the module, the participants will be able to

- ❖ Understand the concept of child separation and what that means to a child,
- ❖ Understand the institutionalization of children,
- ❖ Understand the diverse aspects of harm and vulnerabilities of child separation to children.

This session will provide knowledge on child separation and its consequences on children's lives. It allows participants to build their insights on the short-term to long-term impact on a child's development and be aware of the harm it brings to children's lives.



Activity 3.1: Child separation and separation trauma

Method: Discussion and explanation

- Take four photos as follows (Annex 3.1)
 1. Children in a childcare home
 2. Children taking dinner at residential school
 3. Children carrying a brick in a brick kiln
 4. Garbage-picking children in the street

Note: The photos have been blurred for keeping privacy of the children.





- Show the photos to the participants and ask where they think these children are.
- Are they with their parents?
- Listen to the views of the participants and explain in brief where these children are. Also, tell that they do not meet their parents for days months or years. Though the places and the objectives are different, these children are living away from their parents. They are separated children (from parents and families).
- Ask again, do they think these children are happy? Listen to the views of participants. Ask again if their parents have done the right decision for their children. Ask them why the participants think so.
- Collect the views of the participants and invite them to discuss the concept and facts of child separation from the prepared materials with the following points.

Point 3.1.1: Definition of child separation

- Explain how the UN Guidelines for the Alternative Care of Children defines children without parental care as all children who are not living with at least one of their parents for whatever reason and under whatever circumstances. Child separation has multiple dimensions, namely residential care, orphanage, employed as child labour in the home, industry or service sector, living with relatives or family friends for education, child heading a family, unaccompanied, living on the streets and detained in a child correction facility



Point 3.1.2: Three Elements of Child Separation

- Explain the three elements of child separation which ensure the phenomena of child separation. It can be cumulative of three elements or the presence of one among the three. The three elements are
 - 1) The lost opportunity for a healthy child’s development,
 - 2) Institutionalization, and
 - 3) the life of the child under duress.



- Remind participants the session one where they discussed the feeling of children when they were away from parents or family and explain once again in brief that children get afraid, sad and worried when they live with strangers, away from the safe caring environment of their parents.



- Ask participants if they had a separation experience or seen anyone who had that. Ask them "what was the feeling?"
- Ask them to share " If the feeling was bad, how much did they wish this situation to be over?"

Note: Be aware of the emotional state of the participants as they share their experiences. If that happens, respond appropriately.

- Listen to the participants compassionately and explain child separation as the most traumatic event of children's life. This situation put the children in stressful situations which when prolonged, turn into toxic stress. This state is the shock state for children. Children cannot express themselves freely and do not have a developed coping mechanism for these unexpected consequences. This situation is dangerous to the development of every child.
- Consolidate the activity by taking reference to the key message, mentioning child separation as a traumatic event in a child's life which brings short-term and long-term negative effects/ impacts in the child's life.

Toxic stress (also called chronic stress) is the stress that children feel when they are constantly exposed to serious and unusual situations such as danger, isolation, fear, and threats. In the absence of loving care, the child's brain and body are not able to manage this stress. It is a difficult and harmful situation for children because their defense mechanism remains vigilant and active in responding to the danger they feel (mental pressure) time and again for a long time.

Key Message

- ✍ When children do not live with at least one of their parents for whatever reason and under whatever circumstance, this phenomenon is defined as child separation by the UN Guidelines for the Alternative Care of Children.
- ✍ The three elements of separation bring important consequences in children's life which they experience time and again.
 1. When children live away from their families, they lose the opportunity to develop healthy attachments, a secure base, emotional regulation of strong emotions, and parental guidance which has an immediate and long-term effect on their development shaping their personality. They also lose the opportunity to grow up with family and community and healthy social development.
 2. When children live in a collective residence under a regimented system of care, they are forced to follow orders. They live isolated from the world and community outside and the focus of these institutions is on their interest rather than the interest of the children.
 3. When children have to do an excess volume of work, live in degrading living conditions, have limitations in the freedom of movement, exposed to the risks of abuse, exploitation maltreatment and neglect, they are prone to trafficking and threat to survival.

Emotion regulation is a conscious mental response when strong emotions (such as anger, happiness, sadness or fear) are felt due to a specific object, event, or environment which leads to behavioral changes (mental, physical).

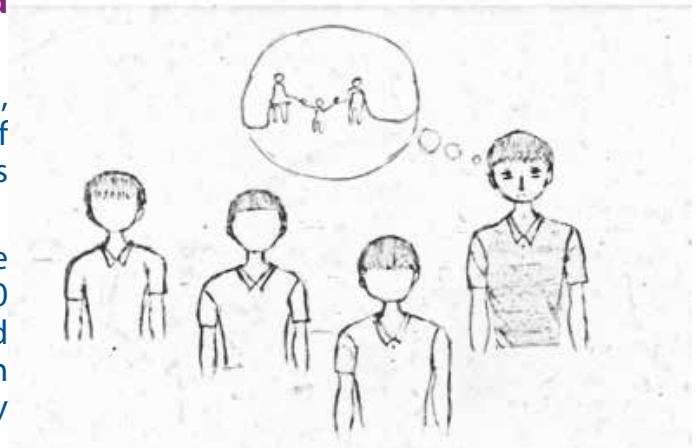


- Studies have shown a strong relationship between the child's attachment style and later life individual characteristics. It serves as a shaper of the child's personality and well-being.
- When children live with strangers/relatives/streets/cities, their standards of living and food are usually not good. The risk of abuse, maltreatment (including violent punishment), and physical sexual and psychological/emotional violence increased significantly.
- Children exposed to violence and other adversities/ traumatic experiences are more likely to be dropped out of school, have difficulty finding and keeping a job, and are at high risk of being a victim again or being the perpetrator, self-harm which has a long-term effect on them and their families (WHO, 2020)
- The magnitude of harm of child separation to children is very high. It deters the child's overall development and the child as a growing entity of human life.

Activity 3.2: Childcare-institutions and harms to the children

Method: Participatory discussion and explanation

- As mentioned in the last session, discuss if there are other harms of institutionalization that the participants know about.
- Listen to the participants, acknowledge their views and tell that the last 80 years-long studies on institutionalized children revealed that institutions which were built to care for children, actually harmed the children.
- Invite the participants to learn the evidences of harms with the points below in a participatory way, taking the views of the participants and explaining the evidence, building a common understanding of harm.



What do 80 years long studies show?



Evidence of harm has been explained by various psychology and child development theories and experiments. Many researchers have confirmed that child separation causes short-term and long-term damages which in many instances are irreparable and fatal.

Preventing Child Separation, 0000-0011

Harms of Child Separation

The Lost Opportunity & Increased Vulnerability

| | |
|--|---|
| <p>Child care</p> <p>increases the vulnerability of children to separational trauma, exploitation and abuse.</p> | <p>Family environment & community</p> <p>has negative effects in their holistic child development</p> |
|--|---|

Preventing Child Separation, 0000-0011

Point 3.2.1: Child separation, a traumatic event in a child's life

Explain that the past 80 years-long studies in child separation show child separation as the most harmful event in a child's life. The elements of separation show the negative



consequences on child development. Children not only lost the opportunity to grow in a loving and caring natural environment of the family but were also exposed to the detrimental environment of violence and risks. There are two aspects of harm that emerged as cumulative harms of separation. First, the denial of the different rights of children and second, the compromised child development, deterring the opportunity for the harmonious growth of the children in their best interest.

Point 3.2.2: Effect on child psychology and child development

- Explain how different theories and experiments in psychology and child development have brought evidences of harms. There have been several research studies which confirmed the irrevocable damage to the child and depicted short-term, long term and life-threatening harm to a child.

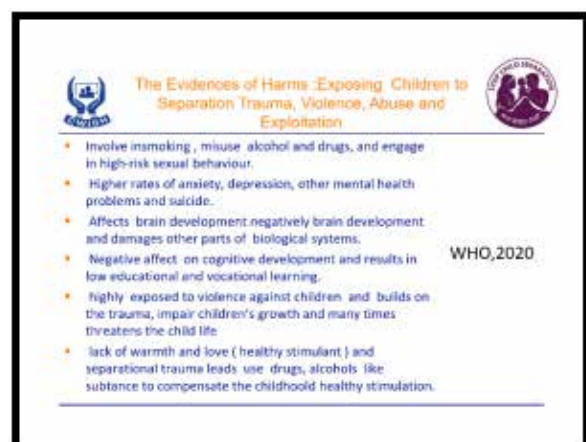


Point 3.2.3: The infants' experience and effect on brain development

- Continue explaining the harms from another fact from the experiences of the first few months of infancy determining the direction of child development. Explain the impact of neurological studies on the brain development of children raised in institutional care and families through resource materials. When children are kept in institutional care for three months, it is seen that the children's development is delayed by one month compared to other normal conditions. Scientific studies showed that childhood affection and healthy attachment with family and caregivers play an important role in children's development and their adulthood. Explain other evidence from PowerPoint/ newsprint discussing with the participants.



Point 3.2.4, 3.2.5, 3.2.6, 3.2.7: The Evidence of Harm of Child Separation





The Evidences of Harm

- Research suggests that staff-to-child ratios vary enormously around the world, but in some instances can be as high as 1:100 (Pinheiro 2008).
- In Sub-Saharan Africa, the rapid rise in children's homes run by faith-based organizations in response to the HIV and AIDS crisis means that children are often cared for by volunteers.
- Not only are such individuals often not properly trained, but they also come into institutions for relatively short periods of time, making it particularly hard for children to form a long-lasting bond (Firelight Foundation 2008)

What is wrong with institution?
According to UNICEF, placing the responsibility for children's care on the shoulders of their own people is not the best solution.

10 times more likely to be malnourished
40 times more likely to be ill
100 times more likely to be in need of medical attention

The Evidences of Harm

- Institutions lack environment of attachment and adequate stimulation which hinder the development of social skills, motor skills and intellectual capacity (EveryChild 2005; Tolfree 2003).
- Emotional deprivation under threes can hinder the physical development of the brain (Rutter 1996)
- Children living on the streets, or in institutions or detention, may never get opportunity to recover their emotional deprivation and bonding process (Thomas de-Benetiz 2007; Save the Children 2004; Tolfree 2003).
- In many institutions, children's ability to form an attachment is particularly hindered by limited contact with families, high staff to child ratios, and high staff turn-over, (EveryChild, November 2019)

- Discuss the diverse range of harm that the children are exposed to by showing the prepared material in newspaper or PowerPoint slides raising the concern of the participants to the issue.

Note: The resource materials for the evidence of harms from different studies are available at <https://www.stopchildseparation.org/post/category/parental-separation-and-impact-on-child>, <https://www.stopchildseparation.org/post/category/harms-of-institutions>.

Activity 3.2 A: Case study, group work

- Divide the participants into three groups and distribute the story of “ Children Rescued from the Orphanage” (Annex 3.2 A)

Ask the group to read and discuss the following two questions and present them to the group.

1. Did the NGO take the right decision?
2. If right why and if wrong why?

- Listen to the views of the participants from the group leader and make necessary clarifications if needed. Ask their opinion on
- “Which should be the priority for a child, education or protection?”
- Listen to their views and ideas and make the participants clear on the importance of protection as the priority over education. Failed or left education can be passed or joined anytime in life but if there will be damage to the self, it might not get repaired easily and in some instances it is irreversible.
- Consolidate the activity taking reference to the key message, emphasizing that childcare homes which are open to care for children are actually harmful to the children’s holistic development and protection.



Key Message

- ✍ Institutionalization is associated with the culture of institutions where children are cared in an ordered and regimented way. The environment is not only isolated from family, but it is also away from the community and the world outside the institution. The approach of the institution is focused on the institutional interest than the individual interest of the child.
- ✍ Children are exposed to increased risks of abuse/ violence, neglect and maltreatment in institutions.
- ✍ When children are separated from their parents and live in institutions, they are deprived of care that fulfils the need of their development, leading to delayed development. Studies have shown that three months of institutionalization, leads to the loss of one month of regular development of a child.





Session 4

Children's Right to Parental Care and Family

Duration: 1 hour 15 minutes

Method: Group discussion, explanation, reflective thinking, group work.

Training material: Chart paper, meta cards, marker, prepared material in PowerPoint/ newsprint.

Note: To download resource material follow this link: <https://www.stopchildseparation.org/post/category/prechise-frontline-training-manuals>

Objectives: At the end of the module, the participant will be able to

- ❖ Bring clarity on the concept of the children as human rights holders and the right to parental care,
- ❖ Enrich the knowledge of the global and local instruments of children's right to parental care and family,
- ❖ Understanding the best interests of the child from the point of view of parental care and building a clear understanding of parental care as the foundation of all other rights of a child.

This session introduces children as human rights holders. It then builds knowledge on the right of children to the care of their parents. In doing this, it provides information on the international and national instruments of the children's right to parental care. It also imparts knowledge on the best interest of the child and the UN Guidelines for the Alternative Care of Children.

Activity 4.1: The global and local instruments of children's right to parental care

Method: Participatory discussion and explanation

- With the prepared newsprint material or PowerPoint slides, explain the points below making a common understanding of the right of children to parental care.

Point 4.1.1: Meaning of arental care right

- Getting care from parents is every child's right and providing parental care is every parent's duty. Every child has the right to grow up in a loving family environment under the care of their parents unless it is not in the best interest of the child. Parental care is the right of every child and the duty of every parent.



The best interest of children is that caring and nurturing care of the children which prioritizes the best of the child meets their individual needs respects the wishes of the child and provides appropriate guidance taking into consideration the children as evolving beings.



Point 4.1.2: Key drivers of children's right to parental care(International)

- Highlight and explain UNCRC as the key driver of children's rights to parental care which was ratified on 16 December 1992 and came into application on 15 January 1992 as the widely signed convention (196 states)of the United Nations.



Point 4.1.2 A: Children's rights to parental care in UNCRC

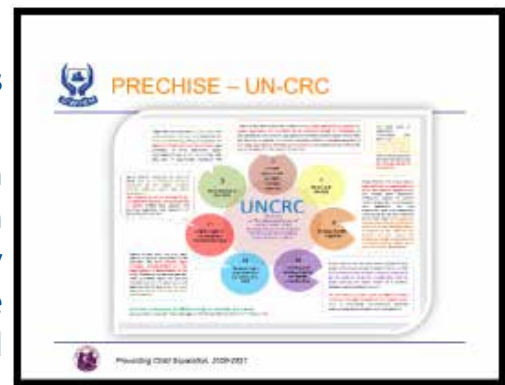
- Explain how a family has been recognized as the fundamental group of society and the natural environment for the growth and well-being of all its members, particularly the children by UNCRC and how the seven (3, 5, 9,10,18, 27) articles of UNCRC declare the children's right to parental care.



Note: The resource materials for this are available at:<https://www.stopchildseparation.org/post/un-convention-on-the-rights-of-the-child-310-25-12-2020>

Point 4.1.2.B: Development of the UN Guidelines for Alternative Care of Children

- Though UNCRC has declared the right of children to parental care, the phenomena of children separating from their parental care by chance or by choice kept on happening mainly because of the family's material poverty in many countries around the world. The condition of care provided to such children in alternative facilities was lacking priority on the protection of children, increasing children's vulnerability to harm. Explain the reasons for developing the UN Guidelines for Alternative Care of Children and how it defines parental care right and the environment of family care and decide the alternative care when children have to be separated from their parents in their best interest



Point 4.1.2 B1: The UN Guidelines for the Alternative Care of Children

- Explain how this document is developed to target both policy and practice of respective states with a specific focus on the protection and well-being of the children who are deprived of parental care or who are at risk of being so.





Point 4.1.2.B2: Design of the UN Guidelines for Alternative Care of Children

- Explain the design of the guidelines and discuss how it guides to support the efforts of keeping children in or returning them to the care of their families. In case of failing to do so, it guides to find another appropriate and permanent solution for family-based care as per the context of the countries.

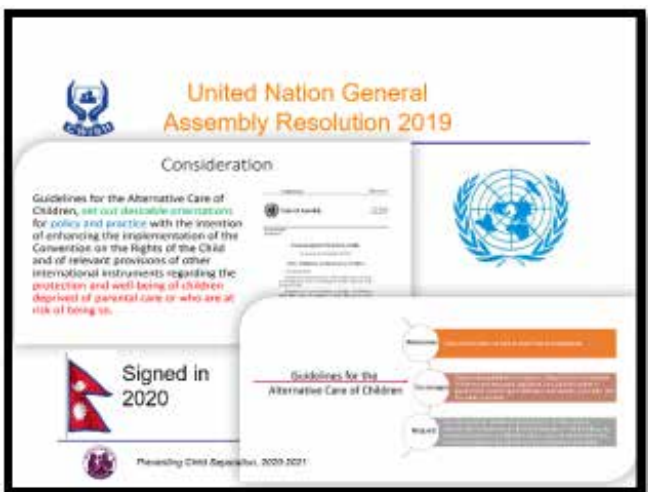
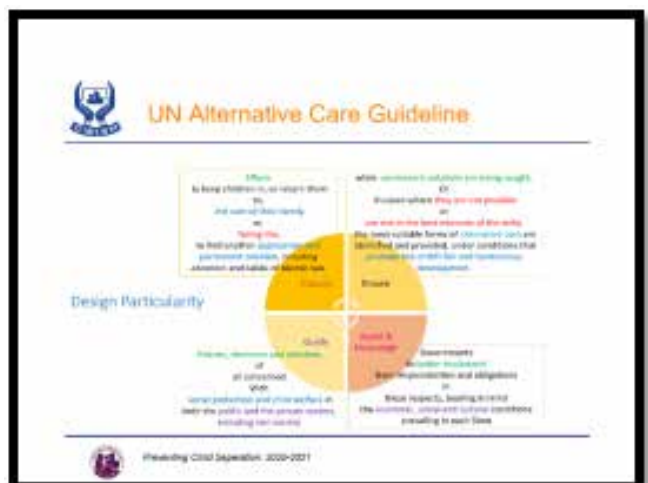
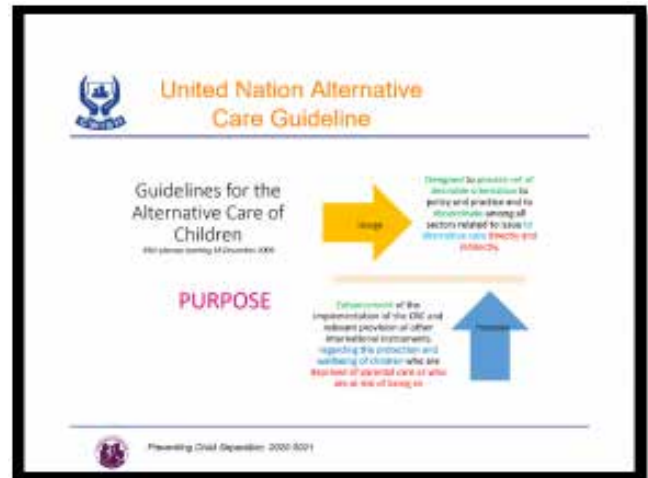
Note: For resource materials <https://www.stopchildseparation.org/post/un-alternative-care-guidelines-887-16-04-2021>

Point 4.2.2 C: The UNGA Resolution 2019

- On 18 December 2019, the UNGA's third committee passed a resolution to address the gap in the promotion of parental care rights of children and suitable arrangements of alternative care with a special focus on children without parental care. Explain how it has emphasized the importance of a child growing up in a family environment and the right to the family and how Nepal must implement necessary measures to protect parental care right and suitable alternative cares as it has signed the resolution and has a duty toward its children.

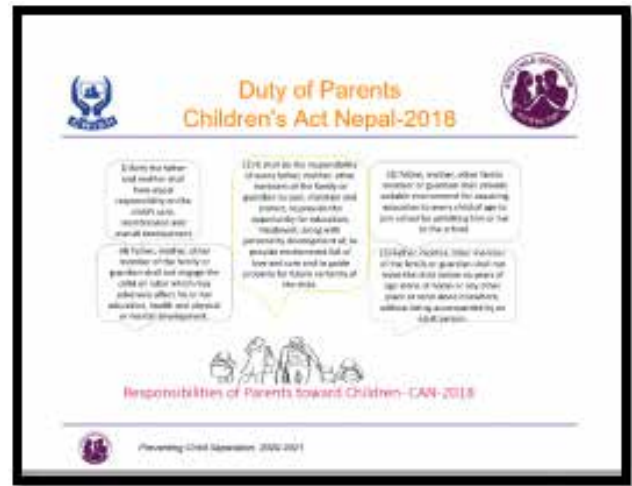
Point 4.1.3: National driver

The Children's Act Nepal is Nepal's legal instrument that ensures children's right to parental care. The act has mentioned parents as the primary duty bearer of the right. It has given equal importance to other family members to provide care and maintain and protect children. In doing so, parents are also obliged to provide an opportunity for education, treatment, and personality development etc. in a loving and caring family environment to guide the proper future. The state must support families in fulfilling their duty of care to their children.





Key Message



- ✍ Children's right to parental care has been recognized and signed by all the member States of the United Nation except the USA. UNCRC serves as a key driver of child's rights and guides all the signatories to develop necessary policies and design provisions to promote and protect children's rights to parental care and family. However, the incidences of separation of children due to poverty or for education and better life opportunity keep happening.
- ✍ To address the concerns of child separation and the magnitude of harm it is causing to children, the UN Guidelines for the Alternative Care of Children was developed and adopted in 2010 to guide States to ensure the prevention of unnecessary separation, arrange suitable alternative care in case of necessity of separation and conduct reunification of children back to the family or family-based care.
- ✍ Again, on 18 December 2019, United Nation passed a resolution on children's rights with a special focus on children without parental care to address the gap in the promotion of parental care rights for every child and his/her arrangement of suitable alternative care, emphasizing the importance of child to grow up in a family environment including children with disability.
- ✍ Nepal as a signatory country has included all the aspects of children's rights to parental care and children's alternative care provision in its revised Children Act Nepal 2018 act. It has mentioned institutionalization of children as the last resort of alternative care.

Activity 4.2: Family care for the best interest of the child

Method: Reflective thinking, discussion and drawing, The Tree of the Best Interest of the Child



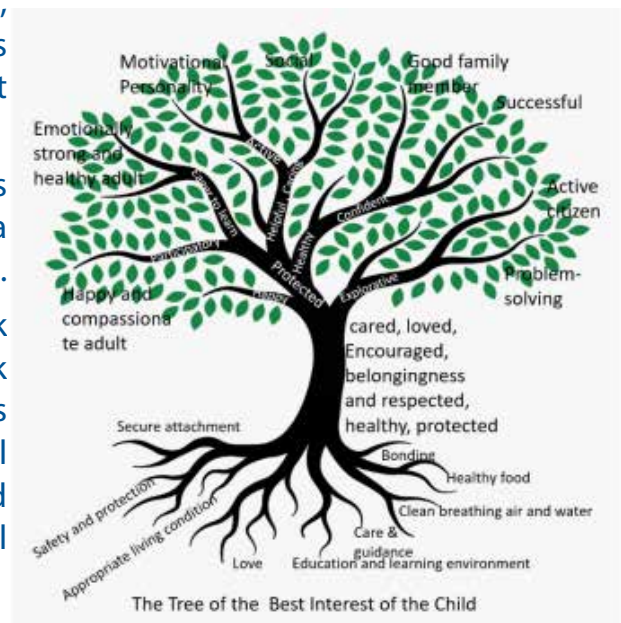
- Let all participants imagine themselves as a gardener.
- Ask “ You have planned a new seed on a pot in a garden. What will you do to make it grow well and have flowers?”
- Listen to the views of the participants and add, to get the best flower from the plant we have to take good care of the plant. For this, the gardener has to understand the need of the seed/seedling and provide rich soil, water, and manure. The gardener also has to take out the unnecessary grass around the plant, bring the pot to good sunlight etc. In a participatory way discuss how participants can be successful gardeners with the flowering plant. How do they make sure that the plant’s needs can be met in the best way that serves the plant to flower.
- After this, ask the participants to divide into three groups to make the Tree of the Best Interest of the Child. For that ask them to remember the session where they made the Umbrella of Care. Ask them to follow the steps as follows (1,2,3,4)



1. Draw a root of a tree with many secondary roots from the lower end of the chart paper. Let participants discuss in the group about the need of a child like the growing plant out of the seed. Looking at the three discussed needs (Physical, biological, social and emotional) what will be the needs of a child and how that needs would be met (love, nurturance, food, attachment, bonding, security etc) Write the needs and the way it is met on the different roots.

Explain how the fulfilment of the needs makes the root strong and provide a strong foundation for child development.

2. Then, let the participants draw the trunk of the plant continuing from the root. Ask participants to discuss when children’s needs are fulfilled, how the children will feel (protected, supported, loved, cared for, valued, guided, encouraged, social etc.). Write these words on the trunk.
3. Then ask the participants to draw branches of the tree. Tell them to think when children feel such things, how do they look like (confident, loving, caring for others, humble, explorative, motivated, eager to learn, healthy, creative, social etc). Discuss and write on the branches.
4. After this, ask the group to draw leaves. Discuss what they think about these children. What do they become as an adult? (successful, confident adults, social, engaging citizens, caring adults, good parents, role models for others etc.). Let them write it on





the leaves.

- When the tree is finished, ask each group to present their tree to the group and paste it on the wall.
- Acknowledge the participant's work and tell them how each activity on the root serves the best for the child to develop fully. Such care which serves positively for the child is called the best interest of the child.
- Consolidate the activity taking reference from the key message and the activity conducted, mentioning that, apart from the exceptional situation, growing up in a family with the parents' care is in the best interest of the children.

Key message

- ✍ The global and local instruments of children's right to parental care direct evaluation and consideration of the best interest of the child in the prevention of unnecessary child separation, arrangement of suitable care in case of necessary separation and reunification of separated children to family and family-based care after solving the crisis.
- ✍ The best interest of the child means getting love, good care and a positive effect on children. It should be assessed efficiently before taking any decision for any child.
- ✍ When there is a failure in the assessment of the best interest of the child, children are separated unnecessarily and exposed to the risks of unsuitable alternative care.





Session 5

The Principle of Necessity and Suitability in Children's Right to Parental Care and Family

Duration: 1 hour 15 minutes

Method: Group discussion, explanation, reflection, group work.

Training material: Prepared material in PowerPoint/newsprint, chart papers, meta cards, markers, and case studies.

Note: To download resource material follow this link:
<https://www.stopchildseparation.org/post/category/prechise-frontline-training-manuals>

Objectives: At the end of the session, the participants will be able to

- ❖ Identify the difference between necessary and unnecessary separation.
- ❖ Be able to identify the needs of children for suitable alternative care and family reunification based on the principle of necessity.



This session provides information about unnecessary and necessary child separation and provides knowledge on the principles of necessity and suitability in ensuring children's right to parental care and family. It also enhances the capacity of the participants on the difference between necessary and unnecessary separation in the context of the changing trends and types of child separation.

Activity 5.1: The causes of child separation in Nepal

Method: Group discussion

- Divide the participants into three groups and give one question from the following and ask the group to discuss and present to the larger group.
 1. What are the causes of child separation in Nepal?
 2. What are the types and trends of child separation in Nepal?
 3. Is child trafficking a cause of child separation? why?
- Take notes of the views and ideas shared by the participants and consolidate the

Child trafficking means the act of taking any child from his/her home, place of residence or from a person by any means such as enticement, inducement, misinformation, forgery, tricks, coercion, abduction, hostility, allurements, influence, threat, abuse of power and keep him/her into one's possession or take to any place within Nepal or abroad or handover him/her to somebody else for prostitution, exploitation or profit.



discussion with appropriate examples. Then invite participants to look into the different points below and explain each in a participatory way.

Point 5.1.1: Causes of Family Separation in Nepal

- Refer to the study carried out by Dr Chrise Gale and Chandrika Khatiwada in 2016 on the Arrangement of Alternative Care in Nepal, which shows three main causes of child separation in Nepal. Building on the earlier discussion, highlight that though the study did not mention children with disability separately, disability is one of the important causes of separation in Nepal. This has been understood by the establishment of separate institutions like Khagendra Nawa Jeevan Kendra and a special school for hearing-impaired children in Nepal.



Point 5.1.2: Emerging Trends and Causes of Separation

- With the changing time, new trends have emerged. Discuss the different causes of recent trends in a participatory way.



Point 5.1.3: The criminal side of child separation: Orphanage trafficking in nepal

- Continue the discussion. Explain further the linkage of child trafficking to child separation. Discuss with examples in a participatory way the link between orphanages and child trafficking, the volatile social and political situation and history. Explain how people or the criminal nexus have taken advantage of the social and unstable political situation to persuade parents to send their children to orphanages and also discuss how after the 2010 restriction on inter-country adoption, the trafficker's nexus modified their model, showcasing children as destitute and orphans to influence donors on funding orphanage which is still continuing.





- Explain how the facts of orphanage trafficking startled everyone. Among the children who were in orphanages then, 85% had a living parent. Many children were forced to lie about their origin and identity, not allowed to have access to their families and communities and were abused and exploited. Sometimes they were devoid of proper care deliberately to incentivize donation. These indicated modern slavery and marked the phenomenon as child trafficking in Nepal by a TIP report in the US in 2017. Though the reports became public in 2017, the incentivized donation still happens and the children having one living parent continue to live in orphanages.
- Along with the key message, highlight the seriousness of the issue and sensitize participants on their duty as child rights worker in addressing this issue efficiently.



Key Messages

- ✍ Like many underdeveloped countries and developing countries, child separation from families in Nepal is triggered by poverty, lower socioeconomic conditions and the lack of knowledge of parental duties. There is a perceived understanding of the improved living standards, excess to education and better life opportunity for children. The weak child protection monitoring system of Nepal adds to the casual factors of family separation.
- ✍ However, with time, new trends of separation along with new casual factors are emerging and keep separating children from their parents.
- ✍ Child separation from family is tightly connected with child trafficking. Child trafficking has been happening in false promises of better life opportunities for children from orphanages to trafficking nexus. The nature of trafficking ranged from intercountry adoption to the persuasion of donors to fund orphanages. It has also extended to in-country trafficking of domestic child labour, children in the entertainment sectors and cross-border trafficking.

Activity 5.2: Unnecessary child separation and the principle of necessity in child separation

Method: Case study, group work

- Ask the participants to stay in the same three groups.
- Give each group one case story from Kabita, Ram & Krishna, and Sarita (Annex 5.2)
- Ask them to study the case and discuss their views on the following questions.
 1. What are the causes of the child separation in the case?
 2. Do you think, it was necessary to separate the child/children from families? Why?
 3. Was the separation in the best interest of the child/children?
- After the presentation from all three groups, acknowledge their views, correct the confusion and explain case studies 1 and 3 (Kabita & Sarita) as unnecessary separation.



In the case of Kabita, the rescue officers gave priority to the upcoming exam over the protection. If the family of Kabita was supported them with the financial help, skill in earning more money, link to the market or made them aware of the harms of separation, her parents would have not sent her away. If the rescue officer would have known about the risks of the institution, Kabita could have been reunified with her family. Likewise, in the case story 3 (Sarita), if the family members have not taken her disability as a burden, explored ways to get her to school, provided assistive devices for Sarita or fought the social stigmatization, Sarita could have been able to live with her family and mother. But in the case story of Ram and Krishna, the situation was vulnerable and there was a significant risk to the children. Both brothers were at risk of inappropriate care. They needed alternative care and were in a state of separation from their aunt.

- Explain when there are possibilities of family strengthening, support and guidance, there are alternatives to providing appropriate services such as linking social protection and welfare provisions, changing social norms and discrimination, and preparing relatives to foster the child. When there are alternatives, it is not necessary to separate children. If the parents and the family become risks to a child, neglect, abuse or are not in a position to take care of the child, the child should be taken away from their parents and family in the best interest of the child. This is the principle of the necessity of child separation.

Key Message

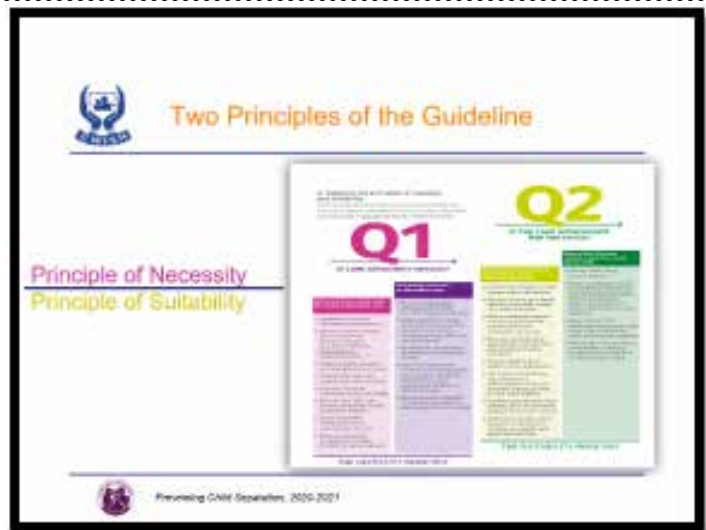
- ✍ The principle of necessity recognizes that children need alternative care and ensures that children need to be separated from their mother, father or family only if the child's best interests are not assured.
- ✍ Implementation of poverty alleviation programs, addressing the social factors that break up families, implementation of family strengthening programs, provision of child care day centres, relief programs, promotion of traditional/informal strategies of child care at the family level, child and parental counselling, identification and preparation of relatives other than parents, addressing cases of deliberate child abandonment, prevent the unnecessary child separation. Separation of the child when such actions are possible is called unnecessary child separation.
- ✍ When these actions are not possible, the family member is a risk to the child, violent, and unable to take care of the child, then the child should be separated from the parents or the family in the best interest of the child. This is the principle of necessity.



Activity 5.3: Principle of suitability in alternative care of children

Method: Case Study, group work

- Ask the participants to stay in the same group with the same case story and discuss the following question and present their views to the larger group
 1. Looking at the child/children, is the care provided to the children right? Why?
 2. If not, what could be the way?
- Listen to the group's views and clarify if there is any confusion. Further, explain how the orphanage care was harmful to Kabita referring to the earlier session. She had wished to come home. If the rescue team had knowledge of the harms of institutionalization and listen to the wish of Kabita, they could have assessed that the care in that orphanage was not suitable for her. Likewise, in the case of the two brothers, though they need alternative care, separating them from each other was not the right care. The case of Sarita is also not in favour of her appropriate care. The caregivers were few in comparison to the number of children and there is no way that the children get individual care for their disabilities.
- Bring the focus to the best interest of the child and the care they were receiving and highlight when alternative care ensures the best for the child and does not bring a negative impact on their development, it is called suitable care and the principle that gives that understanding is called the principle of suitability.
- Consolidate the activity with the application of the principle of necessity and suitability in child separation mentioning when the necessity of separation situation persists, it has to be confirmed by an authorized child protection officer, local governmental agency, NGOs or civil society trained in the assessment. When alternative care is decided, it should be assessed for safety and suitability to ensure the best for the child. The principle of necessity and suitability go hand in hand with child separation and alternative care.



Key Message

- ✍ The environment of care which positively impacts children's lives is the principle of suitability. Children play important role in the application of this principle with their participation in determining appropriate care.
- ✍ Provision of basic services, full access to health and education, respect for children's wishes, promotion of child participation in decision making, adequately trained human service providers and care providers, facilities to contact family/other family members, protection of children from violence and exploitation, arrangement of care near their community and culture respecting the child right are some of the key features of the principle of suitability.



Session 6

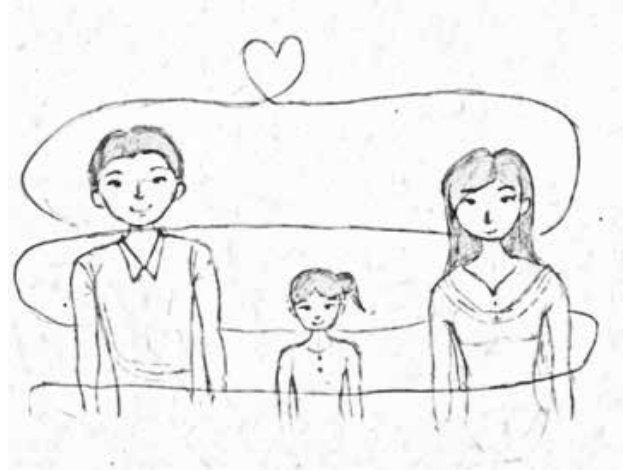
Keeping children with family

Duration: 1 hour 15 minutes

Method: Group Discussion, group work explanation and reflective thinking.

Training materials: Prepared material in PowerPoint/newsprint paper, meta card, different coloured markers

Note: To download resource material follow this link:
<https://www.stopchildseparation.org/post/category/prechise-frontline-training-manuals>



Objectives: At the end of the session, the participants will be able to

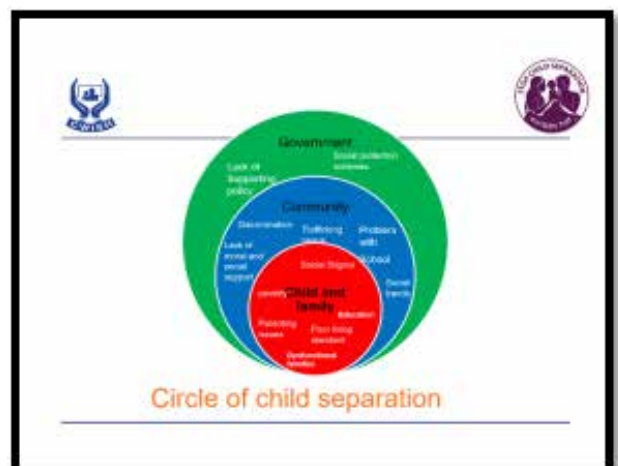
- ❖ Understand the concept and importance of the Gatekeeping as a tool to keep family together,
- ❖ Build an understanding of the different models of the Gatekeeping in different contexts and assess its possibility in Nepal.
- ❖ Develop thinking on how it can be developed in Nepal.

This session will provide information about the Gatekeeping facilities as directed by the UN Guidelines for the Alternative Care of Children for keeping children with parents and families. With the different studies of different models of Gatekeeping from different countries, this module helps participants to equip themselves with knowledge and skills in building gatekeeping systems in their area of work.

Activity 6.1: Gatekeeping System for keeping children with families

Method: Group work, Circle of Child Separation & Circle of Support

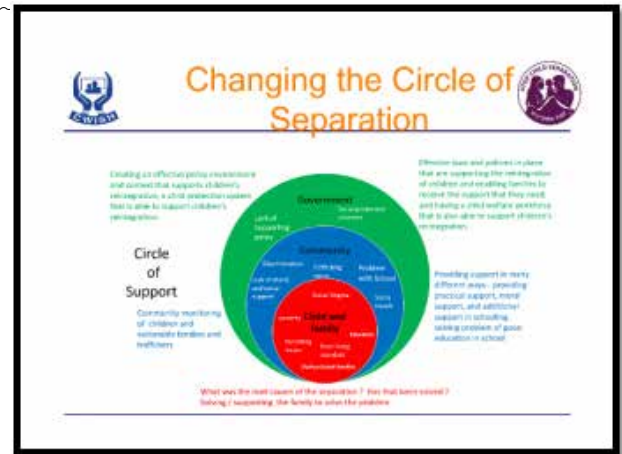
- Ask participants to stay in the earlier three groups with the same case story. Give a chart paper to each group.
- Show the Circle of Child Separation from the power point or newsprint material and explain that the separation of children from family is not only related to the family situation. The multiple-level circles of community and government also play a crucial role. Ask participants to look into





their case stories and invite them to draw the Circle of Child Separation.

- Ask the group to draw the inner core circle where there will be children and their families. Think about the causes of the child and the family that made the child to go away from their families (eg, poverty, educational challenges, discrimination, death of parents etc) and write that in the inner circle of the child and family.
- After the circle, ask them to draw the next circle around the inner circle and tell them that this would be the circle of community. Ask the group to discuss the community-level factors that lead the family to send their child/children away(eg social norms and stigma, social discrimination, no support from neighbours, disaster, lack of trained human resources etc) and write on that circle.
- After that, ask to draw the outer final circle outside the second circle and discuss the governmental role/system/provision which play role in the separation of the child/children (eg. lack of family support policy and program, supervision, monitoring of schools, weak child protection mechanism etc.) and write on the final circle of government.
- Ask each group to present their Circle of Child Separation, ask another group to give comments, and add or ask questions. After listening to all presentation, explain how different systems around a family and child play role in child separation with suitable examples and case studies.
- Tell participants that their goal is to prevent unnecessary child separation and help children to grow in a family environment. Hence ask them to think if they can change this Circle of Child Separation to a Circle of Support for the child and family.
- Let the participants discuss with their group solving the causes of separation that they have written in three different circles. Ask them to make another circle and write the solution. (eg, fewer children in the family, receiving family support grants, access to social protection services knowledge on the importance of a child to grow in a family and the harms of child separation, supportive neighbours, trained child protection officers, strong policy, strict rules and regulation etc). Then asks the groups to present their Circle of Support.
- Listen to the presentation and acknowledge participants for turning the Circle of Separation into the Circle of Support. Show the slide /newsprint material and explain how the family support schemes, awareness of parents on harms of separation, training family in disability and taking care of PWDs, providing training to child rights workers, hiring trained social workers in different levels, building community level volunteers etc. can prevent the child separation and in case of necessity of separation, alternative care can arrange suitably and plan reunification or reintegration into family-based care.
- Family and community, different people, agencies, and institutions in the community and national level play important roles in a synchronized system to protect children from separation.
- Explain the three aspects of the Gatekeeping with the point below referring to the case study and also relevant examples.





Point 6.1.1: Foundational three pillars of the Gatekeeping

- Show the prepared material from PowerPoint slide/newsprint paper and once again briefly explain the meaning of the Gatekeeping as guarding children against the harms of separation. Then explain the three pillars of the Gatekeeping with suitable examples as
 1. Prevent unnecessary separation.
 2. If necessary, guard against unsuitable alternative care
 3. After the management of the crisis, reunify /return the child to their family or family-based care.



- Explain how It helps to support a family caregiving environment with a limited capacity due to disability, drug, or alcohol abuse, discrimination against families, indigenous or minority background and living in an armed conflict region or under foreign occupation. It also helps to design and practice special efforts to tackle discrimination based on any status of the child or parents, including poverty, ethnicity, religion, sex, mental and physical disability, HIV/AIDS or other serious illnesses, whether physical or mental, birth out of wedlock, and socio-economic stigma, and all other statuses and circumstances that can give rise to relinquishment, abandonment and/or removal of a child and support the prevention work.
- As discussed earlier when the necessity of separation is confirmed, then this system supports the arrangement of suitable alternative care with appropriate child participation.
- After the solution of the problem and for those who were living in childcare home, this system supports to get reunify with their families. It helps in the search and identification of family, relatives or family-based care in their community and culture and supports the reintegration of the child by working both with parents and the child.
- Explain how this system takes care of the needs of children to stay in the family and how it involves not only the trained personnel but also the community volunteer, leaders, religious leaders, the elderly, schools etc. in an informal system. Explain this with suitable examples discussing with participants in a participatory way.
- Consolidate the activity by highlighting the impact of the Gatekeeping as the gatekeeper of the children from the harms of child separation.

Key message

- ✍ Gatekeeping is a system designed by the UN Guidelines for the Alternative Care of Children which ensures making the right decision for children's care that relates to their needs and their best interests. It helps to determine the best interest of the child and to find out if the separation is necessary and if a child gets suitable alternative care.
- ✍ This mechanism enables local authorities, and communities to understand what the



needs of children at risk are, and in alternative care are, and match them to the right services.

- ✍ The Gatekeeping system can prevent children from being unnecessarily separated from their parents and families or placed in alternative care. It can help reintegrate children already in alternative care back into their own families and communities. It can support those people and organizations responsible for the care of children to make decisions through a consistent and informed process.

Activity 6.2: Different models of gatekeeping in diverse context

Method: A case study

- Ask participants to stay in the same three groups. Distribute three case studies of three countries, Moldova, Brazil and Rwanda, one to each group. (case study annexe 6.2)
- Ask each group to read, discuss and present their findings and views on the following questions
 1. What were the causes of child separation in the country?
 2. What were the system and activities to keep children in the family there?
 3. What are the ideas for keeping children with families in Nepal?
- Ask participants to study, discuss and present to the larger group.
- After a presentation from participants, summarize how gatekeeping can be different in different contexts and countries from prepared slides or material with the following points and key message.

Point 6.2.1 : Moldova: Multisectoral Commission-based Model

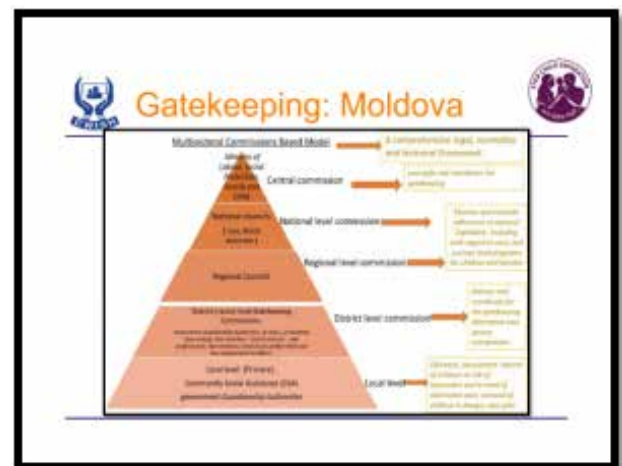
- Moldova has different commissions on different levels as a district, regional, national and central. They have assessment and referral mechanisms for children at risk of separation and in need of alternative care. The impact of the dedicated Gatekeeping system has lowered children in the institution, provided family-based care and closed residential institutions.

Point 6.2.2: Brazil: The Interagency Model

- Brazil works with different agencies at different levels. With the agencies at three levels, child court and legal authority the Gatekeeping system has been built. The families are receiving family support through the community social support program.

Point 6.2.3: Rwanda: Family and Community Support Model

- Rwanda has a comprehensive system of family support at the community level with





comprehensive legal and family promotion services. The four-tiered Gatekeeping system is based on family and community-based activities for the welfare of the family in the leadership of the ministry of family welfare.

Key Message

- Gatekeeping is the process designed by the UN Guidelines for the Alternative Care of Children which ensures making the right decision for children’s care that relates to their needs and their best interests. It helps to determine the best interest of the child and to find out if the separation is necessary and if a child gets suitable alternative care.
- The model and approach of gatekeeping can be different in a different contexts.
- The case studies show a similar socio-economic context and causes of separation as Nepal and then depicted evidence of how the Gatekeeping systems have been able to save children from institutionalization and transformed the childcare model. These examples help organizations play a key role in developing gatekeeping systems in Nepal.





Session 7

Building Capacity of Child Rights Workers in Children's Right to Parental Care

Duration: 1 hour 15 minutes

Method: Group discussion, group work, self-reflection explanation

Training materials: Chart paper, meta card, prepared materials in PowerPoint or newsprint, ethics cards, skill cards, case studies.

Note: To download resource material follow this link:
<https://www.stopchildseparation.org/post/category/prechise-frontline-training-manuals>

Objectives: At the end of the session, participants will be able to

- ❖ Understand the meaning of child rights workers.
- ❖ Build their insights on the ethical principles of child rights workers with a focus on children's right to parental care.
- ❖ Build capacity on the skills of child rights workers for children's right to parental care.



This session introduces participants to the ethical principles of child protection workers in parental care and builds their capacity as child protection front-line workers.

Activity 7.1: Child rights workers, the agents of social change

Method: 3H: Head, heart, hand participatory discussion and explanation

- Ask " Who are the agents of social change? "
- Listen to the ideas and views of the participants and explain the concept of agents of social change as the people who are involved in changing the bad social behaviour/ issues that have been happening in society for years with suitable examples. In the same way, make the participants realize that the child rights workers like the participants who work as front-line workers and protect children from the harm of separation and help keep the children in their families, are also social change agents.





- Show the 3H concept of child protection work from the prepared material and describe head, heart and hand as the 3 H of child protection work which relates to the Head as knowledge, Heart as compassion and Hand as skills to work with the children and families.
- Explain how the study and training build that knowledge and equip them with working skills and build that compassion on the foundation of the ethical principles of child protection workers.
- Show the participants a packet of 11 cards of ethical principles. Explain why every person who works for social change should follow the ethical principles that social workers follow. These principles help children and their families see through the eyes of professional child protection workers and make it clear that the workers' values do not dominate their work.
- Ask the participants to sit in groups of two and draw 2 cards from the 11 ethical principles cards. Take the remaining one by facilitator. Discuss the meaning of the cards taken and ask each group to present what they have discussed.
- Paste the cards after the presentation on the wall. Clarify confusion and make clear the application of these principles in various problems or situations related to child separation with suitable examples.
- With the key messages, consolidate the activity emphasizing the danger of using personal values and unsuitable procedures in the absence of such principles, putting children at the risk and working against the best interests of children.

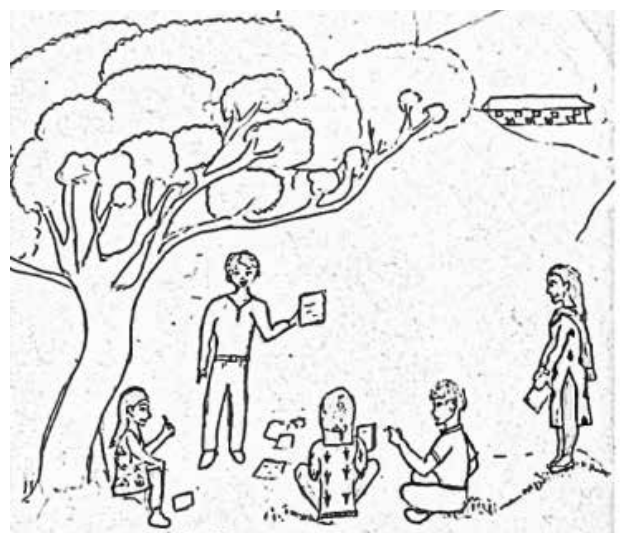
Key message

- ✍ Child protection workers are the key professionals in changing the situation of child separation and can play an important role as change agents in Nepal.
- ✍ Their values and beliefs influence the work they do. It is important to understand self and change self if needed before making anyone change their beliefs and values.
- ✍ Child protection work is a value-based profession. It is grounded by the value of service, social justice, dignity and worth of the individual, the importance of human relationships, integrity and competency. These values guide the principles of child rights workers while serving people in need.
- ✍ There is a set of 11 ethical principles that guide them in the prevention of child separation, alternative care and reunification work as front-line workers in the community.
- ✍ Since the context and the situation are changing, the child rights workers should have an attitude of lifelong learning and self-development.

Activity 7.2: The skill and behaviour of child rights workers

Method: Participatory discussion and explanation

- Ask the participants "what shall be the skills of child rights workers?"
- Listen and note down the points that have come up and show what they have mentioned.

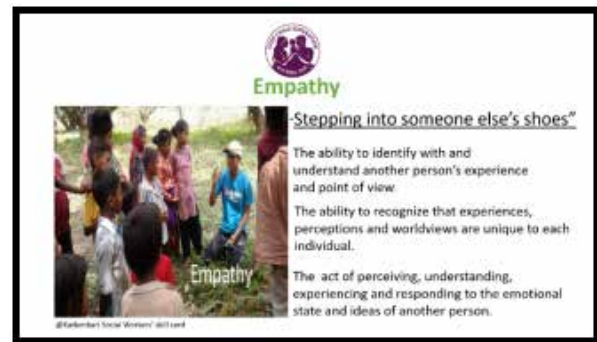




- Explain why skills are required to work with children, family and community referring to the ethics application.
- Show the seven-skill cards of Social Workers and explain them pointwise with suitable examples in a participatory way.

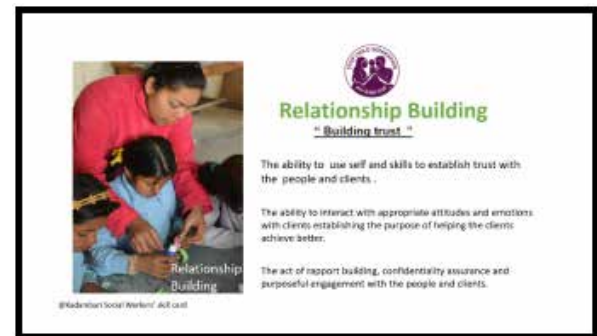
Point 7.2.1: Empathy

- Everyone’s experiences and journeys are different. Based on their own experience, their views are also formed. Empathy is the ability to identify with and understand another person’s experience and point of view.



Point 7.2.2 :Relationship building

- After assessment of a child/family, it is necessary to build trust with the child and the family facing a challenging and adverse situation. Relationship building is the ability to interact with appropriate attitudes and emotions with clients establishing the purpose of helping them achieve better. It is also the act of rapport building, confidentiality assurance and purposeful engagement with the clients.



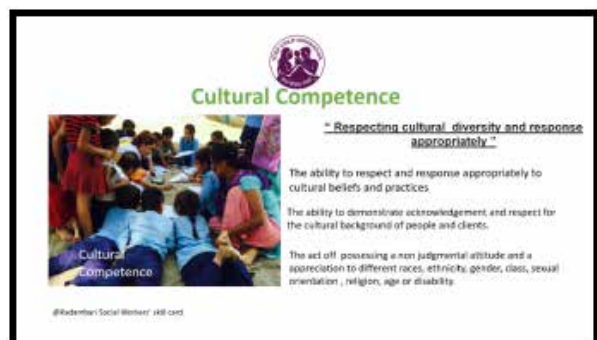
Point 7.2.3 Effective communication

- The effectiveness of child rights workers lies in the ability to connect with people and exchange information. Effective communication is the ability to use communication skills to build a common understanding with people or clients.



Point 7.2.4: Cultural competence

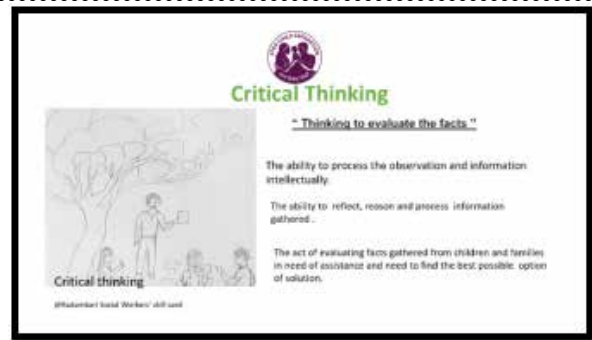
- Nepal is a culturally diverse country with 125 ethnic groups and around 92 languages. For that, child rights workers should have the skill to respect and respond appropriately to different cultural beliefs and practices without judgement to different races, ethnicity, gender, class, sexual orientation, religion, ages and disabilities.





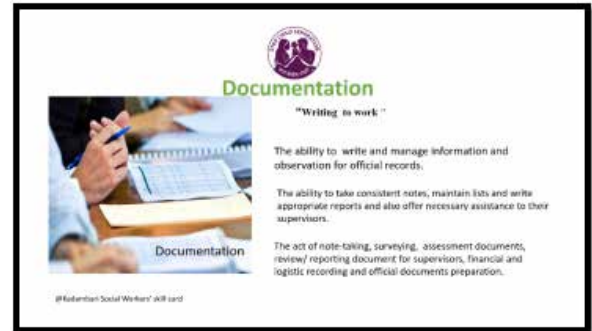
Point 7.2.5 : Critical thinking

- This is the ability to process observation and information intellectually with proper reflection and reasoning. Hence, the act of evaluating facts gathered from children and families in need of help can be carried out in the best interest of the child by the worker.



Point 7.2.6: Documentation

- Child rights workers must be able to write and manage information and observation for official records and evidence-based intervention. Hence, proper note-taking, assessment documentation, reporting to supervisors and keeping records are necessary.



Point 7.2.7: Professional commitment

- Child rights workers should always abide by professional ethics. It is important to continue working and finishing the project unless the situations are unavoidable and necessary to leave. They should have the life learning attitudes and keep polishing and upgrading their knowledge and skills.



- Consolidate the activity with the key message and mention that they can take training or study further to equip themselves.

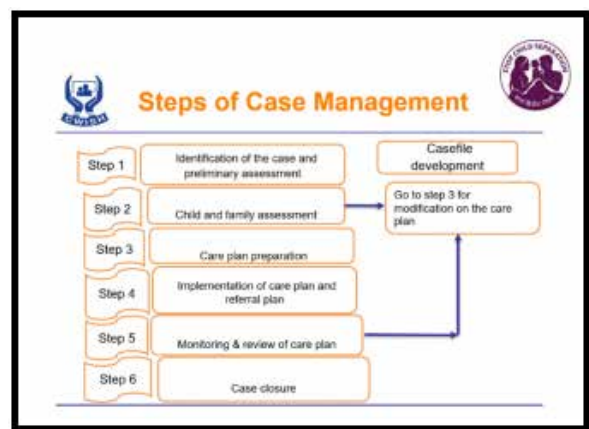
Key message

- ✍ Child rights workers should also have the skill sets of professional Social Workers.
- ✍ Child rights workers should update these skills with time and changing context and be ready to work and face challenging situations as front-line workers.

Activity 7.3: Case management and case referral

Method: Participatory discussion, explanation and group work

- Ask and discuss what they understand by case management and case referral.
- Explain in brief, that case management includes activities that are directly related to





children and families such as assessing children and families, preparing care plans, providing services, providing regular support to children and families, family meetings and regular monitoring.

- Explain briefly the case management steps and make clear that the child rights workers are not involved in case management directly but carry out the referral. For this, they should have knowledge of the steps of case management for the referral.

Step 1: Identification of the case and preliminary assessment

Purpose: The purpose of this stage is to identify children who are at risk of abuse and exploitation or who are victims and to make a preliminary assessment to decide whether to create a case file or not.

Step 2: Child and family assessment

Purpose: The purpose of this stage is to get clear information about the situation of the child and family and prioritize the work to make a proper care plan in the best interest of the child.

Step 3: Care plan preparation

Purpose: The purpose of the care plan is to ensure that the child's current needs and long-term care and services are covered and to create an individualized care program for the child.

Step 4: Implementation of the care plan and referral plan

Purpose: The purpose of the implementation of the care plan is to ensure the effective implementation of the plan and to implement the referral as quickly as possible when required.

Step 5: Monitoring and review of the care plan

Purpose: The purpose of this phase is to make sure that the services provided by the primary service providers and recommended organizations are effectively implemented or need modification. If modification is identified, the process goes to step 3.

Step 6: Case Closure

Purpose: The aim is to assess if the risk of children has been reduced and if there is no need to continue the service for any other reason.

Case Referral Process

- Explain with a suitable example when the participants encountered an incident or come to know that a child or family is at risk of child separation/harm of separation etc. while going door-to-door and community visits (outreach), the incident should be communicated to the relevant person, and organization to support the child and family. The process of communicating the case properly is called case referral.
- Case referral is carried out in the first step of case management. Explain briefly the entire steps of case management from prepared material or newsprint material. (Case management process annex 7)
- To carry out case referral, explain briefly the identification of the case, collection of the basic information of the case, prepare of case note, and fill case referral form. Then fill



out the case complaint form of the Nepal government to register the case to the child welfare officer or respective government officer.

- A copy of all the documents is filed and submitted to a case manager to prepare a case management file in their organization.
- Show the case complaint register form and case referral form of the Nepal government and distribute them to the participants.

Activity 7.3.1: Case referral work

Method: Group work

- Ask participants to stay in three groups of three children's case studies. (Kabita, Ram & Krishna and Sarita). Imagine that the participants came to know about the last situation of the children as an incident. Finding the incident, ask participants to work in a group to make case referrals and case registration. After a presentation from each group clarify any confusion if present.
- Along with the key message make clear that case management and case referral are the tools for supporting children to live with family and protecting them from the harm of unnecessary child separation. The front-line child rights workers have to work together with their supervisor, case manager, project coordinator, different child rights organization, police and government agencies for the multidisciplinary referral process.

Key message

- ✍ Child rights workers should be well-trained in case referrals.
- ✍ For this, they should have a basic understanding of case management.
- ✍ While doing case referrals, the front-line child rights workers should work with their line managers, supervisors and project coordinator efficiently.





Session 8 Closing

- Along with this, let participants know that the training is completed. Thank everyone . Collect the feedbacks. The feedbacks can be collected as facilitator, participant, training content categories personal feedback form. Apart from this any other evaluation method can also be applied.





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